

HSS Framework Draft Feedback
Instructional Strategies, Chapter 21

P731, L69-76. It would be important to provide possible (sample) Essential Questions for each grade level chapter (different than the guiding questions provided).

P733, L128 – add a word after the word “any” so that it reads, “deepen their content knowledge, and omit any _____ that will distract them from the main ...” Not sure what word has been omitted, but it needs to be inserted for the sentence to make sense.

P733, L134-136 – again, here we have reference to a big idea and essential question. EXCELLENT, but if the teacher doesn’t read this section and only looks at his/her grade level chapter, this beautiful example will go unnoticed. **In every grade level chapter**, let’s feature sample EQs instructors might use or be inspired by, like the one in Line 136 “How is a civilization’s religion reflected in its art and architecture?”

P.737, L171-174 – The more samples of students doing this (reading like historians—contextualizing, sourcing, corroborating, etc) embedded in the grade level chapters, and the greater selection of specific resource options this framework offers toward this end, the greater the possibility of instructors adopting and implementing these critical literacy supports in the discipline.

P739, L208 –“and seek guided peer review.” We need a lot more on this. Can we develop this idea here, or better yet, make sure samples of it are embedded in various framework chapters? What resources can/do we offer toward this end?

P741, L267 “Provide high-quality formal instruction...” Please let us define what constitutes “high-quality formal instruction”; let’s define it in this chapter, and also call it out in those grade level chapters in which it is embedded. Otherwise it remains vague terminology, and any random instructor who is not studied in pedagogy may think what he/she is providing is high-quality formal instruction when in fact, it may not be.

P.745-755, 764-768, – History-Social Science Literacy Development.
There is excellent information provided in this section. We need to step back and take inventory: how many of these approaches have been embedded in the grade level chapters? How much reference has been made to these various building blocks of literacy within the grade level chapters?

Critical research is cited here. It would behoove us to make sure these approaches are strategically embedded within the grade level chapters of this framework so that integrating literacy into HSS is seamless, and presented as such in the framework.

Otherwise, it's like saying to the cook, "Here are your ingredients over here in the grade level chapters, and here are your cooking tools over here in the instructional strategies section." But in real life, when we cook, we use ingredients and tools in tandem. We don't keep the kitchen tools "over there" and the ingredients "over here." Again, let's embed as many of these approaches and strategies within the framework chapters as possible.

p.770-778 Academic Conversations

Because the speaking and listening standards have been labeled ELA/**Literacy Speaking & Listening Standards**, HSS instructors seem to believe that only the RH and WHST standards are their responsibility when it comes to supporting literacy. It is imperative that **this framework** make very clear, not only in this chapter, but by embedding academic conversations of various types and "calling them out" within the grade level chapters, that speaking and listening ARE part of how HSS instructors support student **literacy** in their content area. The S & L standards are not mere ELA standards, but are in fact **LITERACY** standards, and as such, ought to be highlighted throughout this framework whenever possible so that HSS instructors, curriculum & instruction personnel, and admin in general, realize and recognize the significance of academic conversation, and encourage/support conversations to be taking place as regularly (and meaningfully) as possible in HSS classrooms.

P773 L 631 "Educators should teach students how to engage in discussion by modeling and..." Have we embedded this throughout our comprehensive framework? To what extent? What does it look like to teach students how to engage in discussion? Will teachers understand what this looks like if they are "old school" and have only ever lectured? We need to show them by embedding examples of this as often as possible within the grade level chapters.

Can we also provide links to Educational videos addressing teaching students how to engage in discussion and/or by modeling? How about for other strategies mentioned in this chapter? Can we compile a table of instructional strategy video resources as a quick reference for teachers so they can watch it in action?

P774, L634 change "topics on topics" to "topics" so that the line reads "controversial topics like proposed legislation, disputed government policies...."

P778, first full paragraph, three lines from end of paragraph: "1.) She also identified four conversation scenarios (see figure 2) that would best support... Have we included figure 1 and figure 2? It's not clear here. It's confusing.

P784 L755 let's make sure we provide the correct figure number here rather than "xx". Is it referring to Figure 21.13 or something else?

P789 seven lines up from the bottom of the page it reads: “the complex texts contain nominalizations, which use a verbs, an adjective ...” Let’s change “a verbs” to “a verb.”

P792 In the middle of the page the line that begins “possible (Mr. Martinez speaks)...”

Read the sentences after that. They currently read: “Next, he has the students read the excerpt aloud with him chorally. This time, he asks students to read the excerpt aloud with him chorally.”

Let’s delete the sentence “Next, he has the students read the excerpt aloud with him chorally.” Let’s leave, “This time, he asks students to read the excerpt aloud with him chorally.”

P795 at the bottom of the page:

Mr. Martinez is speaking in this paragraph. In the last LINE on the page, we need speaker identification just before “I think.” It’s not Mr. Martinez still speaking is it? If it’s not, then who is? Is it Victor? Clarify.

P802 in the section NEXT STEPS, five lines down, it reads:

“session, Mr. Martinez unpacking sentences with his colleagues.”
Let’s change it to “session, Mr. Martinez **unpacks** sentences with his colleagues.”